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ABSTRACT

Suggestions for improving the educational quality of institutions of higher education encompass: (1) the need for the support of chancellors, presidents, and administrators; (2) the need for faculty development through uniform pension systems or dedefinition of seniority; and (3) the need for faculty enrichment through short refresher courses, sabbaticals, and travel. Each of these suggestions are aimed at improving the quality of higher education and ultimately benefiting the student. (MJM)

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Human Resource Development in a World of Decremental Budgets

Safeguarding the morale and vitality of educators has become a central question in this time of retrenchment for most educational institutions where cost effectiveness is a major concern. The continued well-being of faculty and administrators, and their joint role in educational planning, was a major concern at a workshop convened by the Society for College and University Planning, in cooperation with Academic Development and Planning in Transition. The workshop was held at the Nordic Hills Conference Center near Chicago from April 17-19, 1974. The speech which follows was the opening address delivered by Stephen K. Bailey, vice president of the American Council on Education. The complete proceedings of the workshop will be published this fall as a cooperative venture of the Society and Educational Testing Service.

A few months ago, my good friend and former colleague, New York's Education Commissioner Ewald B. Nyquist, circulated a list of "behavioral laws" that he had learned over the years at "his mother's knee and other low joints." My two texts for today are taken from Joe Nyquist's compilation. The first is Corollary 2 of Chisholm's Second Law of Human Interaction. It reads that "anytime things appear to be going better, you have overlooked something." My second text is Harvard's Law of Animal Behavior: "under carefully controlled conditions, organisms behave as they damn well please."

Both of these texts suggest that alertness and humility are golden attributes in those who are concerned with people planning in post-secondary education. Chisholm's corollary emphasizes the importance of not settling for simplistic answers. The Harvard behavioral law raises the disquieting possibility that people planning may itself be a contradiction in terms. I hope you will keep these behavioral laws in mind as we attempt together to wander in a partially trackless wilderness of conjecture.

An Entire Learning Community

If a person from Mars (just think, even a few months ago I would have said "If a *man* from Mars . . ."), should fly a U.F.O. on to a college campus and stop the nearest streaker or Dean, or both, to ask what goes on here, the reply would probably be, "this is an institution of higher education." If the Martian then asked, "What do you manufacture here?", hopefully the appropriate reply would be, "The college manufactures nothing; it grows ideas and people"—or more precisely, "It helps young people to grow and new ideas to develop." The Martian catches on fast. After learning more details, he finally asks, "Do you help *non*-young people to grow: faculty, administrators, librarians, custodial personnel, research assistants, faculty wives, boards of directors, retired staff?" The streaker has streaked on. But the Dean tilts his head quizically and says, "I'm not sure I understand you." The Martian replies, "How can people who have stopped growing themselves possibly help others to grow or help new ideas to be born?" With that he presses a button, pops into his U.F.O. and streaks off—sorry, zooms off.

It has often seemed to me that those whose melancholy duty it is to worry about dwindling financial resources are led almost inevitably to think of the people who surround them in the academic community in terms of impersonal units. That is not Martha Smith and Harry Jones, two part-time students from St. Louis; instead, they together are one F.T.E.—one full-time equivalent. That is not Dr. Brown, Professor of Humanistic Studies; that is one count of the allowable full professors on the Liberal Arts T/O. The sad faced lady on the bench is not Dean Clark's widow. It is TIAA beneficiary number 472800. Computers, as someone has said, do not raise the bogey of creating machines that think like people, but people who think like machines.

As times get tougher, as the incremental budgeting of

the 60's gives way to the decremental budgeting of the 70's, unless we are scrupulously careful, the temptation for state budget officers, state coordinating committees, boards of trustees, presidents, provosts, deans, and business managers to think like machines, will markedly increase. In part, this developing impersonality will be a psychic baffle against the pain of giving pain. In part, it will represent the impact of accountability demands from public and even private donors and monitors. To attack donors and monitors for wanting more efficiency and effectiveness in post-secondary education is surely a cheap shot. As I said in an article in *Change* Magazine a year ago, I have little patience with those who dismiss all attempts to improve the efficiency and effectiveness of higher education as unwarranted interference with the sacred prerogatives of academe. We need far more effective management and more efficient state planning than we presently have. But we must also be aware of the subtle paradox inherent in the creation of structural and mechanical means to deal with organic and psychic problems.

My real plea today is not that we dismantle planning and cost effectiveness systems. Nor do I have any secret elixer that will soften the necessity of making hard and painful administrative and committee choices, many of which will be devastating to proximate individuals. What I do want to do is to repair to the final question of our Martian friend, and ask, "Can the traumas of withering resources, and the seemingly impersonal requirements of imposed quantitative analysis, be mitigated by attention to qualitative changes in the lives of all those associated with institutions of higher education." If we cannot save everyone, can we help those who remain to start growing again, especially faculty and administrators? For I have a fairly simple theory: it is that what students take away in a positive sense from an institution of higher education is little more than the spillover of excitement and commitment that they observe in the adult models around them. If administrators faculty, and support staffs are made up of contentious cynics and spiritual zombies, students will develop a notion of the life of the mind that is finally expressed in the phrase "who needs it?" If, on the other hand, they find themselves surrounded by human beings who exude excitement about their own lives, an invaluable role model is created as young people are induced to recognize the possibilities of joy in the options of continuing growth.

A World of Psychic Anxiety

How can the juices of growth be stimulated in the adults who staff our colleges and universities? To pretend that there are simple answers to this question is to live in the world of make believe. In my observations over a 30 year period, colleges and universities tend to be incubators of anxiety for most professionals who work in them. So many pictures race through my mind:

- I see myself nearly three decades ago sitting helplessly at the typewriter knowing that my Ph.D. dissertation is only half finished, feeling panic as nothing comes to my mind as I try to find a beginning for Chapter VI, hating the entire system for forcing me back upon my own immaturity and ignorance;
- I see a thirty-eight year old colleague in the sciences, out-pointed and put down in a department meeting by a junior colleague, sensing that never again would he be respected as a scientist and that the world had passed him by;
- I see a brillant young humanist whose literary diet led him to view the universe with the jaundiced eye of twentieth century nihilism, and who ended up in his garage with a monoxide hose in his mouth;
- I see a sensitive political theorist, slightly drunk, accosting me in the lobby during an intermission of the Broadway production of "Who's Afraid of Virginia Woolf," saying, "I bet nine-tenths of this audience thinks this play is pure fantasy; but you and I know better, don't we?"
- I see a beautiful fifty-year-old college president friend of mine slumped over on his desk, dead from a heart attack provoked by student and faculty bullying;
- I see a brillant young academic so appalled by the psychic violence and the sophistry of his colleagues, that he took off twenty years ago for a Maine fishing village where he has lived ever since;
- I see endless committee meetings at which trivia are fondled and important issues nibbled to death by anxiety ridden colleagues;
- I see young faculty so hurt or ignored by senior colleagues as to buy the friendship of young students with cheap grades and an involuted sycophancy;
- I see forty-five-year-olds, tired of teaching the same stuff, lacking the opportunity and the will to become updated, caught in a non-transferable state pension system, sinking slowly into a permanent torper relieved only by the bottle and somebody else's wife;
- I see eager graduate-student minds, stretching to capture the multi-disciplinary richness of a problem, told not to fritter away their time and to settle for the demands of the departmental system.

These are not the only images I have of the world of higher education. If they were, I should have jumped ship years ago. But there is far too much of this negative

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reality around, and unless we are careful, the anxieties produced by the increased firing of even tenured faculty, and the knowledge that there are no jobs elsewhere, will exacerbate the hostilities and the psychic withdrawals that already exist on too many campuses. The hunger for security can make people alternately vicious and withdrawn.

During the '60's, when a seller's market existed for both administrators and faculty, tensions or unhappiness on one campus could be relieved by an easy jump to another position in a different institution. Or, if the life of scholarship and teaching palled, one could aspire to a deanship or a college presidency, or a resident directorship of an overseas outpost where the world could be saved with a tropical collins in hand.

One Future Scenario

Now these opportunities for psychic relief are more and more difficult to find. Instead, faculty will be tenured-in for longer periods of time; fewer young people will join the staffs and provide the ginger of newness; administrators will see their leadership capabilities frittered away in endless negotiations with anxious and often preemptive faculty committees, union bargainers, trustees, task forces, student caucuses, and state budgeteers; timidity will spread a dull gray Linus blanket of tradition over every aspect of college life; student alienation will become endemic. And a vicious circle will have been created, for public and legislative support will wither and this will exacerbate the very tendencies that led to public disillusionment in the first place.

This is a possible—some would say a probable—scenario of the future. But it does not have to be. I would contend that there are ways of turning much of this around, and that these ways involve paying special attention to the quality of life of the adult staffs associated with colleges and universities. If I am right, and if this can be done, then it must follow as the night the day, that student motivation, attitudes, and behavior will change, and so ultimately will public demand and public support.

Support for Presidents and Chancellors

There are many points of entry into this problem. I think that a major point is at the level of boards of trustees. They are sufficiently marginal to the day-to-day workings of the present system, yet sufficiently tied to it and concerned about it, to make an enormous difference if they have the will. They can do far more than most of them have done in the past to help public and private donors to maintain and even increase financial resources for higher education. This in itself could help reduce a portion of the destructive anxieties that seem to be increasingly manifest on campuses. But beyond this important function, trustees can pay special attention to the care and feeding of the chancellor or president who reports to them. They can exercise restraint in complicating his life still further by interfering in day-to-day administrative decisions. They can give him support in making hard choices. They can help as a sounding board for organizational changes that may help or hurt his capacity for academic leadership. They can insure him adequate personal assistance—especially in those aspects of his work where he may be weak by aptitude or training. They can insist upon frequent short leaves and occasional long leaves so that he can replenish his energy, get new perspectives, and generally, as my father used to put it, "keep his soul on top." When necessary, they can tell him with firmness as well as kindness that the institution needs new leadership, that he needs to turn to a new kind of task, and that they will make provision before or after his resignation for some useful and necessary decompression chamber of study or travel.

I mention this relationship between board and president first because the success of that relationship can set the tone for an entire institution. Trustees who become part of the problem rather than part of the solution can produce more mischief than they are ever aware of. Those of us who are trustees need more educating about our key responsibilities than most of us ever get. I commend to the Association of Governing Boards as well as to Society for College and University Planning the fostering of learning experiences for trustees so that they may play an increasingly significant and appropriate role in developing the skills and morale of the administrators under them.

Support for Administrators

What is true of trustees is equally true of top executives and administrators. The great college administrator, in my estimation, is one who understands the relationship between helping adult colleagues to grow and helping students to grow. Just as the trustees need to worry about the president's mental and physical health, so he must be concerned with the health of those who share with him the major administrative tasks of managing the university: vice presidents, provosts, business managers, personnel directors, and so on. Administrative sabbaticals; frequent short vacations for those who are impossibly pressed by tension and overwork; early attention to signs of irascibility and neurosis; a word of support and gratitude for a brave and wise decision; even more important, a word of general support along with counsel when a specific matter has been handled badly; involvement of wives in circumstances and ceremonials that give administrators a brief sense of status and worth; a demonstration of collegiality in the formulation of policies that involve the cooperation of administrators in their implementation; keeping ever alive the possibilities of promotion from within. These are some obvious ways of nurturing the growth of administrators.

Most of these suggestions are, I believe, applicable at the level of deans, associate deans, divisional directors,

and department or program chairmen. Anything that gives people a sense of being valued, temporary relief from inordinate pressure and attention, occasional opportunities for self-realization, and a feeling of creative partnership in collective activities and problem solving, clears away a lot of weeds and opens up new opportunities for growth.

Faculty Development

A special word needs to be said about faculty. The ideal faculty model, I suppose, is someone introspective and disciplined enough to find great psychic satisfaction in the lonely pursuit of new knowledge, someone secure enough to work effectively with others in team research and academic committees, someone gregarious enough to love students, someone articulate enough to do inspired teaching, and someone concerned enough to indulge in a variety of public services. I have known very few of these renaissance types in my life. Most of us play one or two of these roles passably. Part of faculty anxiety is that the expectation is so far beyond the reach of most of us. One of the pyschic compensations for these performance short-falls used to be the deference that teachers received from students. Even though this was in part a deference of manners and prudence, it eased some of the hurt left over in faculty psyches from perceived multiple-role inadequacies. Much of this has changed. Students are bolder, franker in their criticisms, less frightened by faculty sanctions. Today, they are as often an additional source of threat to faculty egos as they are sustainers of those egos. My hunch is that part of the changed student attitude is induced by subconscious comparisons of, say, an oceanography professor's lecture, on the one hand, and last night's T.V. episode in the explorations of Jacques Cousteau, on the other. It is tough on a $25,000 biology professor to compete in terms of dramatic techniques with a million dollar documentary. The implied criticism of faculty in this respect is woefully unfair, but in a subconscious sense, it may be prevalent.

How does one grow faculty, or help them to grow? Some will ask whether or not faculty are not already the most pampered of professionals: long vacations, the security of tenure, portable pensions, fairly decent salaries, work time to do research on things of interest to them, sabbaticals, laboratory and library facilities for experimentation and reference, conferences and meetings in distant cities for collegial refreshment! What a life!

The difficulty is that for most faculty in this nation's colleges and universities, these vaunted privileges and opportunities are a myth. And where they have existed, they are increasingly being eroded by tight budgets and extraneous demands on faculty time. While roughly two-thirds of the faculty and administrators in the United States have the portable benefits of TIAA/CREF, the remaining third are locked into state or local pension systems that give few or no benefits to those who opt out, or are forced out, of the system during the first couple of decades of their employment. Someday, hopefully, the entire nation will carry a uniform pension system, which, like TIAA/CERF, can be transported to any other institution or area without loss to the individual. Anything any of us can do to increase the portability of non-TIAA pension systems, will increase staff freedom and morale in colleges and universities.

Tenure is no longer sacrosanct. Even if it were, some cruel dilemmas are ahead. A system of total tenure would mean an increasingly rigid and conservative faculty with new entries permitted only when oldsters die off. On the other hand, a small percentage of tenured faculty at the top only could mean an increase in the viciousness of competition on the long way up, and the releasing of non-tenured faculty at a time in their 30's or early 40's when family obligations are most pressing, and when good jobs may be scarce—particularly in esoteric fields. Flexibility tied to particular institutional needs and histories would seem to be the only reasonable answer to the tenure issue. But even here there is no guarantee that reductions-in-force will not hit tenured and non-tenured alike, or that hard pressed administrators will not use whatever tenure ratios exist to keep down the number of high-salaried old-timers.

Reductions-in-force, incidently, can play havoc with affirmative-action efforts of recent years. If seniority governs the reduction-in-force plan, women and minorities may well be the first to be fired. Some imaginative redefinition of seniority must be fashioned if this ominous state of affairs is not to come into being. In the years ahead, this surely will be one of the most important items on the agenda of collective bargaining on university campuses.

Experiments in Faculty Enrichment

With these and similar difficulties and dilemmas, much can still be done to increase faculty spirit and enhance faculty development during hard times. Experiments are presently going on all over the nation that point to some of the ways in which this can be done:

- Faculty can be given temporary load reductions in order to work on a new course or on an important piece of research (I shall never forget the generosity of the late Elmer Schattschneider who was Chairman of the Government Department of Wesleyan. He gave me a reduced teaching load for three semesters, so that I might finish my Ph.D.);
- Audio-visual and programmed-learning techniques can be used to stimulate individual student learning while reducing the burden of daily preparation on the teacher;
- Post-doctoral "modular" fellowship can be awarded by foundations and government agencies to improve the opportunity for faculty members to move, during a short or long vacation, to another country or to another

area of this country in order to refresh or update their knowledge about a particular course or part of an academic field. And this suggests a particular mission for some of our major advanced research institutions. They can organize a variety of short courses to help meet this increased demand for intellectual refreshment from faculty of other institutions;

- Mini-courses of one or two credit-hours can be encouraged—enabling a faculty member to try out new ideas in an experimental setting;
- Portfolios of reading notes, new syllabi, public service activities, and restructured bibliographies can be allowed to serve as alternatives to "publications" as criteria for promotion;
- The concept of the sabbatical can be reinstated and reinforced, recognizing that the knowledge explosion will drown all of us if our learned professionals are not given time to break away from what they are doing on a day-to-day basis;
- Travel and conference funds can be protected at all costs—even when the trade-off may be the pain of another firing;
- Teachers who have become bored with their subject-matter field can be encouraged to work with others in multi-disciplinary, problem solving groups; and a few should be permitted to take a leave in order to pursue advanced study through the doctorate in a totally different field than their original Ph.D.;
- Faculty can be encouraged to work with adult learners in non-traditional settings as a way of finding new meaning and new stimuli in academic pedagogy. (I do not believe that we have ever begun to scratch the surface of the enormous market represented by potential adult learners in this country. If we went after this market systematically, many of our financial problems would be over);
- Faculty can develop far greater insight into their inevitable and crucial roles as student counsellors, and can be helped to increase their contact hours with individual students. Again, educational technology that assists in the presentation of knowledge can ease the faculty member's preparation schedule, and can open up additional time for student counseling.

I have only scratched the surface. All of you can think of dozens of ways in which the lives of faculty members can be made richer and more rewarding. Many of these changes can take place in an atmosphere of decremental budgeting if we ask ourselves basic questions of effective resource allocation, if we really exploit the possibilities of educational technology, and if we recognize that even when general budgets are squeezed, government agencies and philanthropy are still looking for investment opportunities in human capital.

Reawakening Excitement and Loyalty

All of what I have said to this point is ultimately directed, of course, at the welfare and growth of students. I do not know enough to tell you how to turn on the light of enthusiasm in students by direct action. Students are central but they are also transient. My guess is that we do them our greatest honor and benefit by consciously improving the quality of the institutions they attend—the quality of life of chancellors and presidents, of provosts and deans, of department heads and faculty; the quality of academic standards and professional requirements. If we can do this, and if society can help to equalize educational opportunity for all its citizens through appropriate financial-support measures, the great enterprises we represent will continue to flourish even during periods of financial retrenchment.

At its best, a college or university is a wonderful phenomenon: a place of excitement and ferment, a place where history meets the future, a forum for the reexamination of orthodoxies, a luxuriant garden of wisdom and skill, a refiner of style, a cafeteria of options. Somewhere in the '50's or '60's, faculty and students seemed to lose all sense of loyalty to the institutions of which they were a part. Loyalty was to a professional discipline, or to a geographic region, or to a way of life—but rarely to an institution. Now that fortunes are somewhat reversed, perhaps, if we work at it, we can recreate the sense of institutional loyalty that I recognized and valued when I was in college. At its worst, such loyalty was maudlin and nostalgic. But at its best, it provided everyone connected with it a deep sense of psychic security and mutual trust.

In a world in which the only responsible education is education for contingency, when all the familiar moral landmarks seem to have crumbled, when true feeling is threatened by the transiency of brittle sensations, when in the haunting words of Sir Francis Bacon, "my soul hath been a stranger in the course of my pilgrimage," a renewed concern with improving the human resources within our several institutions of higher education can have enormous significance. For institutions of higher learning peopled by vibrant human beings could, if we give them a little time, turn the decay we see all around us into the nourishing mulch of some future awakening.

Nearly 20 years ago, Albert Camus summed it all up. "We have," he said, "nothing to lose except everything. So let us push forward! This is the challenge of our generation. If we are doomed to failure, it will at least have been better to side with those who want to live, rather than with the destroyers."

Stephen K. Bailey